

SPP Indicator 13: Transition

Created by

New York State Education Department
Office of Special Education Quality Assurance

Regional Special Education Technical Assistance Support Center

NYCDOE Division of Students with Disabilities & English Language
Learners

IDEA's Purposes

(1) (A) to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and **prepare them for further education, employment and independent living.**

Individuals with Disabilities Education Act (IDEA)

Public Law 108-446, Dec. 3, 2004

20 USC 1400 601(d)(1)(A)

Transition Guiding Questions

1) The WHAT

Is there an appropriate (based on PLP) and clear measurable postsecondary goal or goals for the student that describes where the student wants to be and what s/he will be doing when they leave P-12 and that will allow anyone to evaluate objectively whether the goal has been met?

2) The HOW

Do the annual goals, activities and programs and services described in the IEP represent the type of instruction, related services, community experience, development of employment and other post-school adult living objectives (and, if appropriate, acquisition of daily living skills) that can be reasonably determined as necessary and effective to lead to the successful achievement of the postsecondary goal or goals?

WHY is this critical?

The entitlement to special education services and a free appropriate public education ends when a student turns 21 or earns a regular high school diploma. These students may never be entitled to receive any future services to prepare them for college, employment or independent living.

Quality Indicators for Transition Services

- ☐ **Are included beginning with IEP in effect at age 15**
- ☐ **Coordinated Set of Activities addresses all required areas**
- ☐ **Are supported by individual needs identified in PLP, and correspond to authentic career and life skills**
- ☐ **Are based on assessment information, including vocational assessments**
- ☐ **Reflect parent & student input; student strengths, interests and desires**
- ☐ **Will advance student toward achieving their MPSGs**
- ☐ **Address courses of study, including general & career ed, and diploma status.**
- ☐ **Are age appropriate**
- ☐ **Become more specific as the student approaches his/her exit from school**
- ☐ **Clearly identify the responsibilities of the school and other agencies**
- ☐ **Are clearly documented, in language all can understand**

IDEA Part B

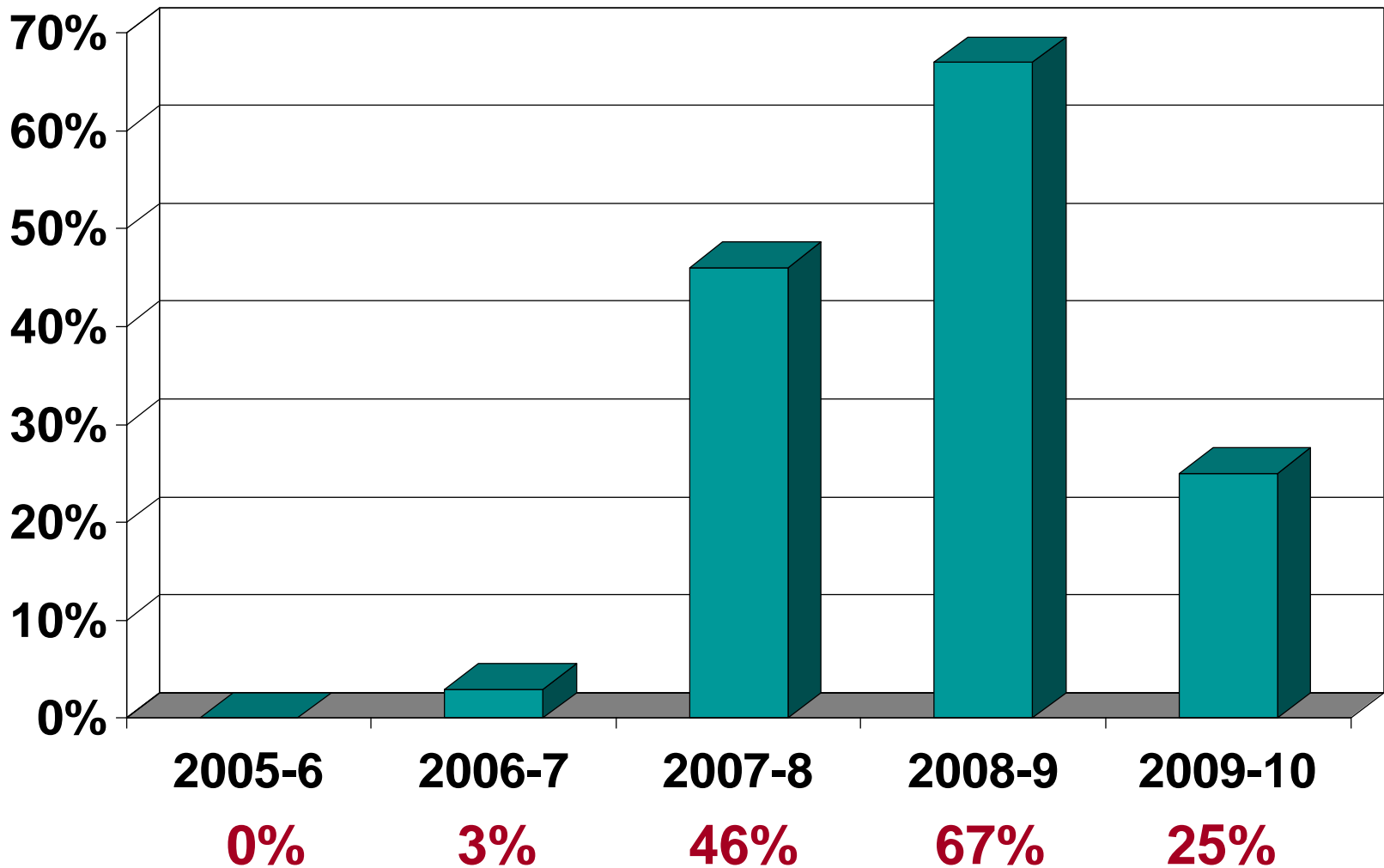
State Performance Plan (SPP)

- Federally required for all States
- Annual Performance Reports submitted each year with data on targets and performance for each of 20 indicators

SPP Indicator 13

- Monitors the percent of youth aged 15* and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
- Measurable and rigorous target: **100%**
- Each February, NYCDOE is directed to identify the sample and initiate the Self Review process
- NYC is required to identify a **random** sample of 100 students NYCDOE reports Self Review results to SED by August 31 each year.

Percent of Students in NYC Sample with Transition Plans Meeting Requirements



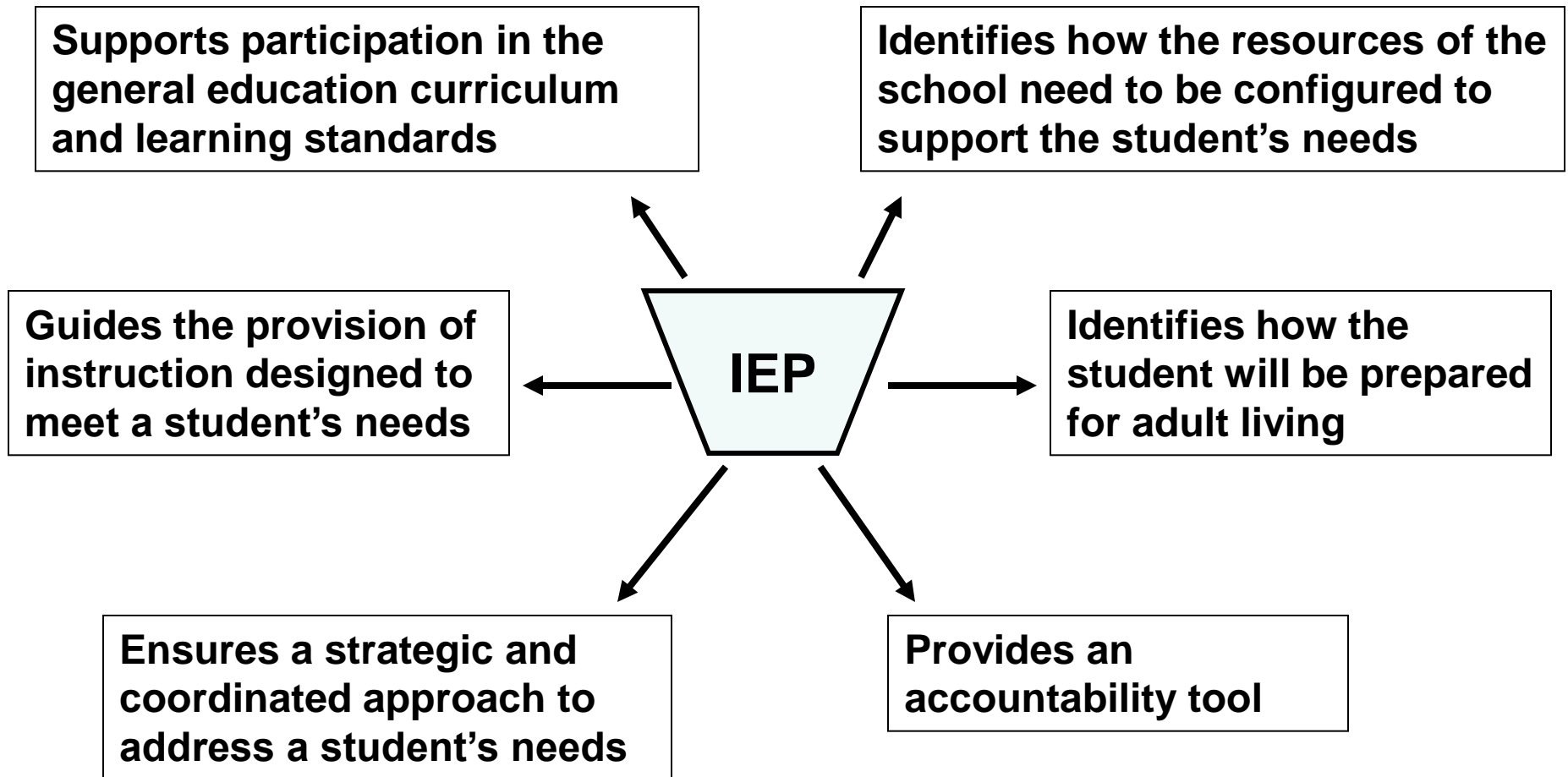
What Does Indicator 13 Look For?

8 Criteria:

1. IEP Present Levels of Performance includes a statement of the student's transition-related needs (reflective of strengths/preferences/interests)
2. IEP includes measurable post-secondary goals relating to training, education, employment and, where appropriate, independent living skills.
3. IEP measurable annual goals are consistent with the student's needs and abilities.
4. IEP statement of transition service needs focuses on the student's course of study.

5. IEP indicates the recommended special education program and services to advance toward meeting the annual goals relating to transition needs.
6. IEP includes activities to move the student toward post-school activities: instruction, related services, community experiences, development of employment/adult living, daily living skills.
7. The IEP includes a statement of the responsibilities of the school district and, when applicable, participating agencies for the provision of such services and activities before the student leaves the school setting
- 8.(a) The CSE invites the student and ensures the student's interests and preferences are considered even if he/she does not attend.
 - (b) With consent of the parent, representatives of any agency providing/ funding transition services should be involved in the planning and invited to the meeting.

The IEP is the Cornerstone of the Special Education Process



Present Levels of Performance and Transition Needs



The IEP Must Include:

- Under the student's present levels of performance, (PLP) a statement of needs, taking into account the student's strengths, preferences and interests, as they relate to transition from school to post-school activities.

Present Levels of Performance - Quality Indicators

- ☐ Address 4 need areas: *Academic & Functional Performance, Social, Physical, Management*
- ☐ Use data from multiple sources to describe current functioning
- ☐ Include progress on prior year's IEP goals, if applicable
- ☐ Include a statement of student needs taking into account strengths, preferences and interests as they relate to transition
- ☐ Include parent concerns and student preferences & interests
- ☐ Include how the disability impacts involvement and progress in general curriculum
- ☐ Identify supports and accommodations that have been used successfully

- ☐ Include impact of behavior on learning and social development, if applicable
- ☐ Address communication needs, Braille instruction, limited English proficiency, or assistive technology, if applicable
- ☐ Beginning at age 15 (or younger if appropriate) include transition needs in consideration of student's strengths, preferences and interests
- ☐ Use clear, specific language that can be understood by parents and school staff
- ☐ Establish a thorough foundation for development of goals and services

Note: *Include strengths, needs, interests and preferences in the student's own voice*

Transition & Diploma Options



- Consideration of diploma type relative to a student's post-secondary goals for education and employment is essential
- Discuss diploma options:
 - ✓ Regents Diploma with Advanced Designation
 - ✓ Regents Diploma
 - ✓ Local High School Diploma (based on safety net)
 - ✓ General Equivalency Diploma (GED)
 - ✓ IEP Diploma
- Additional information is available at:
<http://www.p12.nysed.gov/ciai/gradreq/intro.html>

Measurable Post-Secondary Goals (MPSGs)



The IEP Must Include:

- Measurable postsecondary goals (based upon appropriate transition assessments) relating to training, education, employment and, where appropriate, independent living skills.

Measurable Post-Secondary Goals

Section 200.4(d)(2)(ix)

- Based on the student's expressed interests and age-appropriate transition and vocational assessments
- MPSGs are considered, along with the needs identified in the PLP, when determining annual goals, services, and coordinated transition activities

Measurable Post-Secondary Goals

Section 200.4(d)(2)(ix)

Identify the student's long-term goals in:

- training and/or education
- employment
- independent living skills

Measurable Post Secondary Goals:

Examples

Employment

Steve's goal is to be a public relations representative for a special interest group.

Independent living

Steve will manage his financial interests

(e.g. maintain a checkbook, plan long-term, budget, and live independently) upon graduation from high school.

Upon completion of high school, **Steve will** independently prepare for work each day by dressing, making his bed, making his lunch, and accessing transportation.

Education/Training

Upon graduation from high school, **Steve will** attend college to obtain a four-year degree in communication.

Non Examples

Steve wishes to work at a radio station

(should indicate **Steve will work in advertisement sales at ...**)

Steve wants to learn about public relations.

(should indicate **Steve will be employed in the area of...**)

Steve plans to own his own home.

(should indicate **Steve will buy his own home...**)

Steve wants to go to college.

(should indicate **Steve will be enrolled in...**)

Annual Goals



8 NYCRR §200.4(d) (2)(iii)	Each IEP includes <i>measurable annual goals</i> consistent with the <i>student's needs</i> and abilities, including (if applicable) benchmarks or short-term objectives.
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Look for evidence of:

☐ Measurable annual goals must include

- ✓ evaluative criteria
- ✓ evaluation method
- ✓ evaluation schedules

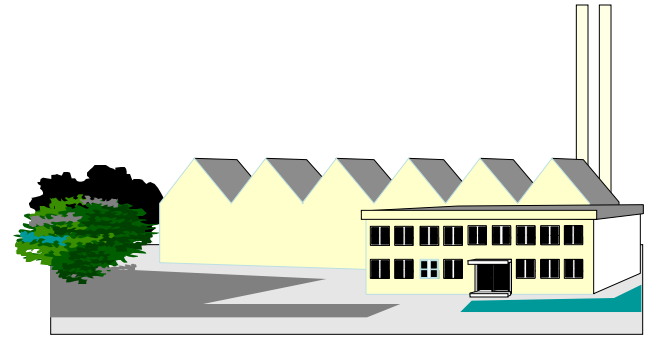
...which would incrementally assist the student to achieve his/her Measurable Post Secondary Goals based on a skill need identified in the Present Levels of Performance.



**An annual goal must include the evaluative components described above.
Objectives/benchmarks must be written for a student taking the NYS Alternate Assessment.**

Developing Annual Goals:

Student Skills for Improving Transition Outcomes



Foundation Skills Competencies

Resources Time & money Materials/facilities Human Resources	Information Acquires/Evaluates Organizes/Maintains Interprets/Comm. Uses computer to process	Systems Understands sys Monitors/Corrects Improves Sys Designs Systems	Technology Selects technology Applies technology Maintains equipment	Interpersonal Teaches others Serves clients Exercises leadership Negotiates Teamwork Works w/ diversity
Basic Skills reading writing mathematics listening speaking	Thinking Skills creative thinking decision making problem solving visualizing knowing how to learn	Personal Qualities responsibility self-esteem sociability self-management integrity/ honesty		

Measurable Postsecondary Goals

Training – specific vocational or career field, independent living skill training, vocational training program, apprenticeship, OJT, military, Job Corps, etc.

Education - 4 year college or university, technical college, 2 year college, military, etc.

Employment - paid (competitive, supported, sheltered), unpaid, volunteering etc.

Independent living skills – adult living, daily living, independent living, financial, transportation, etc.

Annual Goals: *Important Guidelines*



Goal :

Statement that identifies what knowledge, skills and/or behaviors the student will acquire within one year

Goals should:

- have a need identified in the Present Levels of Performance
- allow the student to acquire a skill or behavior
- support the achievement of the MPSG
- be unique to the student
- not include terms such as “*increase*” and “*improve*” as these are not measurable

For each annual goal, there must be a corresponding need stated in the present level of performance. The annual goal will help the student make progress towards the stated postsecondary goal(s).

Evaluative Criteria:

-How well and over what period of time the student must perform the skill or behavior to consider it met

- Should be possible for student to accomplish in one year

Evaluation Method

-Method used to measure progress

- Should be tangible (“*teacher observation*”, *without specific description, is not tangible*)

Evaluation Schedule:

-States the range of dates or intervals of time by which the evaluation procedures will be used to measure student progress

- Should be frequent enough to allow for adjustments to instruction
- might be different for each goal

MEASURABLE GOALS - *Examples*

Annual Goals <i>What the student will be expected to do by the end of the year in which the IEP is in effect</i>	Criteria <i>Measure to determine if minimum level of required accuracy has been achieved</i>	Method <i>How progress will be measured</i>	Schedule <i>When progress will be measured</i>
Carrie will read and interpret visual displays of information (charts, diagrams, tables, etc.) to answer specific questions	4 of 5 times across all content areas	Classroom assignments, work samples, recorded observations by teacher and/or other staff <i>specifying the accuracy of the answers provided</i>	Quarterly
Joanne will speak clearly, so as to be understood by an unfamiliar peer or adult listener.	4 of 4 opportunities during structured activities in ELA class and Speech/Language Therapy sessions	<i>Structured observation using a checklist,</i> and/or tape recorded session by teacher and/or service provider	Every two weeks

Goal: When given grade level math computation and word problems, David will record the steps necessary to complete the problem, solve and check his written response for accuracy using a calculator.

Evaluative Criteria: 80 percent of all math computations and word problems will be solved with 100 percent accuracy over a 10 week period,

Evaluative Procedure: Standards based formative assessments, and

Evaluative Schedule: Measured every 10 days.

When given grade level math computation and word problems, David will record the steps necessary to complete the problem, solve and check his written response for accuracy using a calculator. 80% of all math computations and word problems will be solved with 100 percent accuracy over a 10 week period. Standards based formative assessments will be administered and results recorded every 10 days.

Transition Services Needs that Focus on Student's Course of Study



The IEP Must Include:

- A statement of transition service needs that focuses on the necessary courses of study for the student to achieve their PSG (ex. participation in A.P. courses or a vocational education program).

Transition Needs Aligned with Courses of Study



Example:

Courses of study that support the following postsecondary education/training and employment goals for John:

Upon completion of high school, John will enroll at Ocean County Community College to earn a degree in communications and broadcasting.

John will be employed in an on campus part-time job at the college radio station.

Examples of Needs statements:

- *John needs to complete a CTE sequence of courses in the communications field.*
- *John needs additional instruction in the areas of notetaking and writing skills in order to complete all his Regents courses and graduate with a Regents diploma.*
- *John needs to participate in the work-study component of his CTE program to provide him with an introductory work experience in the broadcasting field.*

Special Education Programs and Services Related to Transition Needs



Connection between recommended programs and services and

- PLP
- MPSG
- Annual goals
- Transition Needs
- Coordinated Set of Activities

Recommended Special Education Programs and Services

- ☐ What are the possible special education program/services?
 - ☐ Special education program
 - ☐ Related services
 - ☐ Supplementary aids & services/program modifications/ accommodations
 - ☐ Assistive technology devices and/or services
 - ☐ Supports for school personnel

- ☐ How will services be provided?
 - ☐ Service delivery recommendations
 - ☐ Frequency
 - ☐ Duration
 - ☐ Location
 - ☐ Projected beginning/service dates

Coordinated Set of Transition Activities



The IEP Must Include:

- Needed activities to aid movement from school to post-school activities, including instruction, related services, community experiences, development of employment/post-school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

Coordinated Set of Transition Activities (CSA)

Beginning not later than the first IEP to be in effect when the student is age 15
(and at a younger age if appropriate)

- ☐ Needed activities to facilitate the student's movement from school to post-school activities
 - ☐ Instruction
 - ☐ Related Services
 - ☐ Community Experiences
 - ☐ Development of Employment and Other Post-school Adult Living Objectives
 - ☐ Acquisition of Daily Living Skills (if applicable)
 - ☐ Functional Vocational Assessment (if Applicable)
- ☐ Service / Activity, School District / Agency Responsible
 - ☐ For each activity listed in coordinated set of activities, a statement of the responsibilities of the school district and, when applicable, participating agencies for the provision of transition services must be included.

Statement of Responsibilities of the School District & Participating Agencies



The IEP Must Include:

- A statement of the responsibilities of the district and/or any participating agencies for the provision of services and activities that promote movement from school to post-school opportunities before the student leaves the school setting.

Transition Activities and Statement of Responsibilities

Examples

Instruction

- ❑ Steve will complete his annual guidance review with the school counselor in order to identify the courses available for communication and career and technical opportunities.
 - ✓ Responsible Party: Work study coordinator, school counselor

Related Service

- ❑ Steve will meet with the social worker to develop self-determination skills.
 - ✓ Responsible Party: Social Worker

Community Experience

- ❑ Steve will volunteer or job shadow at the local radio station.
 - ✓ Responsible Party: Steve and Work Study Coordinator, VESID, Sp Ed Teacher

Statement of Responsibilities (continued)

Examples

Employment

- ❑ Steve will log and journal his attendance and participation at the local Explorer's Post for broadcast journalism with guidance from his VESID Counselor and Transition Coordinator.
 - ✓ Responsible Party: *VESID Counselor, Transition Coordinator*

Activities of Daily Living (ADL Skills)

- ❑ Steve will develop a virtual budget and monitor earnings and expenditures on a weekly basis.
 - ✓ Responsible: *Special Education Teacher*

Functional Vocational Evaluation (FVE)

- ❑ As one component of his triennial evaluation, Steve will complete a self-assessment of vocational skills developed at the Explorer's Post program with the support of his school counselor.
 - ✓ Responsible: *Student (Steve), School counselor*

Student and Agency Participation



- Student must be invited to meeting and there must be evidence that the student's interests and preferences are considered even if s/he does not attend.
- With consent of the parent, representatives of any agency providing/funding transition services should be involved in the planning and invited to the meeting.

Evidence of Student Participation

Present Levels of Performance must include student's interests/preferences ...

When student is in attendance at the IEP Meeting

Example:

*Steve was **present at the meeting** and talked about his desire to be in the communications Field. Steve stated that a possible career choice to explore would be a public relations representative for a special interest company. This was also **indicated in his Level 1 Vocational Assessment**.*

When student is not in attendance at the IEP Meeting

Example:

*In completing the **Level 1 Vocational Assessment**, **Steve identified himself** as a talented writer who displays strong analysis and synthesis skills during the writing process. These skills will serve Steve well in any post-secondary environment and assist him in pursuing a career in communications or history.*

Activity: IEP Map Activity

Resources

- SPP Indicator 13 information: <http://www.p12.nysed.gov/specialed/spp/indicators/13.htm>
- New York State IDEA Part B State Performance Plan 2005-2010 - Revised January 2010 - <http://www.p12.nysed.gov/specialed/spp/2010/final110.pdf>
- Transition Web Site
<http://www.emsc.nysed.gov/specialed/transition/home.html>
- Guide to Quality IEP Development and Implementation
<http://www.emsc.nysed.gov/specialed/publications/iepguidance.htm>
- Directions to use the State's model IEP form
<http://www.emsc.nysed.gov/specialed/formsnotices/IEP/directions-guidance.doc>
- Indicator 13 Frequently Asked Questions <http://www.emsc.nysed.gov/specialed/spp/13faqs.htm>